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ABSTRACT

This exploration of the need and potential for education and outreach programs at the Reagan Library begins by examining factors that make the Reagan library unique, i.e., its proximity to Los Angeles and a small town setting, closeness to the Nixon Library and birthplace, and Ronald Reagan's popularity. It is noted that, since the Reagan Library is the first Presidential Library to have its records administered under the Presidential Library to have (PRA), a tremendous amount of initial time and effort will be focused on the mechanics of document review; it is also noted that the Reagan Library will house the largest collection of presidential papers. It is suggested that the creation of brochures describing the Reagan Library would be an effective means of promoting the outreach programs. Some educational and outreach programs are proposed, including the establishment of a docent program similar to those at other presidential libraries, and the process of becoming a docent, docent training, creating a Reagan Library docent program, and recruiting docents is explained. The paper also describes activities and educational and outreach programs developed at other presidential libraries, and suggests programs designed to reach young school children as well as high school and college students. (22 references) (MAB)

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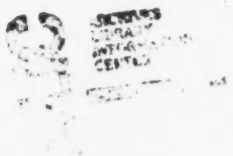
# EDUCATION AND OUTREACH PROGRAMS AT THE REAGAN LIBRARY



Gregory G. Cumming

August 29, 1991

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## INTRODUCTION

Processing and preservation of Presidential papers and records in order to make them available to the public is the primary function of Presidential Libraries. To supplement the core activities of a Presidential Library, it is important to make an effort to educate and interest the public in the life and achievements of Presidents, the Presidency, the Federal Government, as well as in current events. Dr. Richard Norton Smith, Director of the Herbert Hoover Presidential Library, has written "I regard everyone who walks through our front door as a student interested in the past and its lessons for the present...." Furthermore, the institution is "beyond one man's story, a Presidential library-museum should explain a nations highest office, its historical evolution, and its daily impact on each of us."[1] It is with this goal in mind that the Reagan Library(NLS) will seek to develop its outreach and educational programs, since these activities are helpful in promoting the uses of the Library and in ensuring a continual flow of visitors.

The purpose of this paper is to explore the need and potential for education and outreach programs at the Reagan Library. To

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[1]Richard Norton Smith, "A Presidential Revival: How the Hoover Library Overcome a Mid-Life Crisis," Prologue, vol. 21 (Summer 1989), p. 117.

achieve this, the paper contains an examination of factors which make the Reagan Library unique, assessments of docent activities and educational and outreach programs developed at other Presidential Libraries, and recommendations for proposed programs for the Reagan Library.

## EDUCATION PROGRAMS AS A COMPLEMENT TO PROCESSING

Processing Presidential records, as previously mentioned, is the top priority of a Presidential Library. Education programs, when implemented over an extended period of time, are valuable as a complement to the core functions of a Presidential Library. Staff members of the Reagan Library have expressed hopes that the Library's top priority will be to become a community oriented, state of the art research center respected by the public and by researchers who visit. To achieve this end the Library decided that archival processing should receive the majority of the resources with a gradual increase in attention given to education programs over time. Thus, these activities will complement each other. Without records available in the research room, learning packets that include Presidential records cannot be developed, and it will be difficult to encourage colleges and universities to conduct research based on Library holdings. A symposium on education, for example, would not have the same impact on the community without corresponding resource material being made available. Outreach activities are beneficial to the Library by promoting the research and educational use of the records and an

understanding of archival duties.

DEFINITIONS

Outreach and educational programs have different meanings throughout the archival profession. For the sake of simplicity and clarity in this paper outreach will be referred to as the process of interacting with the public through a variety of programs that involve the Library staff and facility.

Examples of an outreach activity are visiting a social studies curriculum coordinator at a high school, or a college professor at a university, to discuss Library projects. These meetings would provide the Library staff an opportunity to explain how a visit to the Library may enhance students' knowledge of the former President, the office of the Presidency, governmental decision making, past and current political issues and/or archival work.

Educational programs will include functions which take place at the Library that enhance or transfer knowledge to the public, and stimulate critical thinking skills. Learning packets, class programs, class tours, college seminars and research projects based on the Library's holdings are prime examples of educational programs taking place in other Presidential Libraries.

## BACKGROUND

In preparation for establishing outreach and education programs, the Reagan Library staff formed a sub-committee on community relations. This sub-committee has developed an outline of activities to be undertaken prior to the November opening. Currently, NLS is assisting the Reagan Foundation with the selection of appropriate displays for the museum, and with the recruitment of docents and volunteers. Before exploring the activities that are needed, it is important to examine special factors about the Reagan Library that must be considered in the design of an outreach program.

## UNIQUE FACTORS OF THE REAGAN LIBRARY

Location. The location of the Reagan Library makes it somewhat unique. Residing on a hilltop in the Simi Valley-Thousand Oaks area of Ventura County, California, approximately forty miles northwest of Los Angeles, the Reagan Library is isolated, yet it is also near the nation's second largest metropolitan area.[2]

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[2] 1990 World Almanac. Population figures for metropolitan areas can be found on page 556. The Los Angeles-Anaheim-Riverside, CA , Consolidated Metropolitan Statistical Area had an estimated population figure of 13,470,900, second largest in the nation. Also see Los Angeles Times, 21 February 1991, p. A3

Within 100 miles of the Library are 63 two-year and four-year colleges and universities, which collectively boast of an enrollment of 733,149 students. Within a twenty-five mile radius are five colleges, with an enrollment total of 63,517 students.[3] Thus NLS is not as isolated as the Hoover(NLH) or Eisenhower(NLE) Libraries. Neither West Branch nor Abilene has the population of the Simi Valley and Los Angeles. At the same time, the Reagan Library does not reside in a downtown location like the Carter(NLC), Johnson(NLJ), or Kennedy(NLK) Libraries.

Small Town. The surrounding communities provide a unique setting for the Reagan Library. Despite their proximity to Los Angeles, the cities of Moorpark, Thousand Oaks and Simi Valley retain a small town atmosphere. Events such as Simi Valley Days, Conejo Valley Days, and the Cinco de Mayo picnics and parades are popular events which the communities actively support. Also, the local communities have already shown a keen interest in the workings of the Library. Consequently, activities such as open houses, which have been popular at Libraries in small towns, will probably be successful at the Reagan Library as well.

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and A26, for the latest Census Bureau population figure of 14.5 million residents of the greater Los Angeles area.

[3]See 1990 World Almanac. enrollment figures for two and for year colleges and universities can be found between pages 186 and 213.

Proximity of the Nixon Library and Birthplace. Within a two hour drive of the Reagan Library resides the privately funded and operated Richard M. Nixon Presidential Library and Birthplace. Although the Yorba Linda facility does not house Nixon's Presidential records, which are located in a National Archives and Records Administration(NARA) facility in Alexandria, Virginia, it has a museum which has been able to attract a large number of visitors. With the two Libraries located so close to each other, tourists may want to visit both locations. Bus tours can be established which will visit each facility. Also, the location of the two institutions presents a unique opportunity for developing jointly, a special exhibit pertaining to the Presidency or California politics. Because of the different time periods during which each man served, visiting both Libraries would essentially provide visitors a history of the United States in the post World War II era.

Popularity of Ronald Reagan. Encouraging people to visit the Reagan Library should not be difficult. Furthermore, Ronald Reagan remains one of the most popular individuals to serve as

President.[4] He retained the highest job approval rating of any President at the end of their administration, since ratings began with President Truman. Another factor to consider is the former President's immense popularity with the electorate of Ventura county. In both Presidential elections, Reagan received nearly 70% of the county's vote. Thus it would appear that there is a good potential for interest and support for the Reagan Library in the local communities.

Brochures and Pamphlets. Another activity important to outreach programs is the development of brochures describing the Reagan Library. In all probability, an outside firm will design, print, and produce these brochures. Included in the brochures should be facts about the Library, a brief description of the Library's holdings, information pertaining to the museum and research room, directions to the Library, plus other pertinent information for tourists and researchers. Through the distribution of brochures the Library will inform the public of the opening of the Library and the museum and encourage people to visit.

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[4]The following information pertaining to President Reagan's popularity is drawn from: Congress and the Nation: Volume VII, 1985-1988. (Washington D.C.: Congressional Quarterly, 1990) p. 903. Richard M. Scammon and Alice V. McGillivray, eds. America Votes 14: a Handbook of Contemporary Statistics. (Washington D.C.: Congressional Quarterly, 1981) p. 70. Richard M. Scammon and Alice V. McGillivray, eds. America Votes 16: A Handbook of Contemporary American Election Statistics. (Washington D.C.: Congressional Quarterly, 1985) p. 101.

Presidential Records Act. The Reagan Library is the first Presidential Library to have its records administered under the Presidential Records Act(PRA). This act covers all Presidential records

> "...created or received by the President, his immediate staff, or a unit or individual of the Executive Office of the President whose function is to advise and assist the President, in the course of conducting activities which relate to or have an effect upon the carrying out of the constitutional, statutory or other official or ceremonial duties of the President."[5]

When a President leaves the White House, the Archivist of the United States takes custody of all Presidential records. The President retains ownership of his personal papers,[6] although in most instances, they will be donated to the Library under a donor's deed of gift.

Because it is the first Library to implement the PRA, a tremendous amount of the initial attention at the Library is focused upon the mechanics of document review. The Reagan Library will house the largest collection of Presidential papers, in excess of 18,000 cubic feet. The Library and NARA are setting precedents for future Libraries to follow and, therefore, must be extremely careful in its interpretations of the Act. Moreover, under the PRA, NARA and the Reagan Library "have an affirmative duty to make such records available to the public as rapidly and

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[5]44 U.S.C. Chapter 22.

[6]44 U.S.C. Chapter 22.

completely as possible consistent with the provisions of this Act".[7] In order to make records available to the public in a timely manner, the initial emphasis of the Reagan Library will be on processing activities. Thus, it is necessary that education programs be implemented gradually over a period of time.

## PROPOSED PROGRAMS

### DOCENT PROGRAMS

Importance of Docents. Interviews with museum curators and education specialists throughout Presidential Libraries have made it abundantly clear that docents perform services that are essential components of outreach and educational programs. Although not paid for their assistance, docents carry out a myriad of duties, such as greeting and familiarizing visitors with the artifacts within the museum facility, guiding tours, answering questions, and generally aiding visitors. Docents are more than guides, they are also teachers, security officers, and safety officers. Moreover, they serve as the Library's liaison to the local community.

Docent Programs at Other Libraries. The Johnson and Carter Libraries have enjoyed a great deal of success with their docent

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[7]44 U.S.C. Chapter 22.

programs. Judy Davidson, Coordinator of Volunteers at the Johnson Library, describes docents as "the icing that holds the cake (educational programs) together."[8] In fact, docents at the Johnson Library have logged over 16,000 hours of work in the past year in a number of different capacities.

The Carter Library has had great success matching a docent's talents to a particular program. During the summer of 1989 retired school teacher Barbara Rives had ideas for educational activities directed toward grade school children. At the time the Library did not have any such programs. Rives' proposal to create programs for these students was quickly accepted. She developed a number of popular activities for younger students such as "If I were President", "Mock-Election", and "How a Bill Becomes a Law".[9] These activities emphasize participation by the children so they can learn while having fun. With only one person to coordinate the educational programs at the Library, it is important to capitalize upon the skills and resourcefulness of its docents.

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[8]Judy Davidson, Coordinator of Volunteer Programs, Lyndon B. Johnson Presidential Library, interview, May 30 and June 5, 1991, with author.

[9]Sylvia Naguib, Museum Curator, Jimmy Carter Presidential Library, interview, May 15, 20, 1991 and June 11, 1991, with author.

Not all Presidential Libraries, however, have had success with their docent program. The Kennedy Library, for example, has difficulty retaining their volunteers. John Stewart, Director of Education at the Kennedy Library, is not sure why the docent program has had retention troubles. He surmises that the problem may be due, in part, to the fact that retired people have more activities with which they are involved and younger volunteers are only looking to accumulate experience for their resumes.[10] Another factor, not mentioned by Stewart, may be the high cost of living in the Boston area, which for some families necessitates two incomes and less time for volunteering. Whatever the exact nature of the problem, the Kennedy Library still makes use of docents and their talents whenever possible. Also, the Library is fortunate to have five full time employees working in the education and public programs department, much larger than other Presidential Libraries.[11]

Becoming a Docent. In order to become a docent, an individual must fill out an application form. Once this step has been completed, those qualified are informed of their duties and

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[10]John Stewart, Director of Education, John F. Kennedy Library, interview, June 6, 1991, with author.

[11]Janet R. Linde, "The Role of Educational Programs in Presidential Libraries," unpublished study, Office of Presidential Libraries, National Archives and Records Administration, 1986, p. 18. John Stewart, Director of Education, John F. Kennedy Library, interview, June 6, 1991, with author.

expectations, including a required two day docent training workshop. At the completion of the second day of the workshop, volunteers are given a form which they sign to become a docent. This form commits them to work at the Library for one year and to schedule consistent hours. Docents must notify a staff leader one week in advance of any time they may wish to take off. In return for committing their time and energy, docents are treated as equal members of the Library staff.[12]

It is important to keep in mind that individuals wishing to join a docent program must understand completely the various requirements. These positions place a premium on people who have good oral communication skills and can relate well with others.

Docent Training. Training programs at the Carter Library consist of a two day workshop. At the Johnson Library the same format is used consisting of consecutive Saturdays for a formal docent training seminar.[13] The Johnson Library conducts classes in February and September when student visits are not as frequent as in other months.

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[12]Information pertaining to docent training obtained from the following sources: Naguib, interview, May 15 and 20, and June 11, 1991; Carter Library docent notebook; Davidson, interview May 30, and June 5, 1991, Johnson Library.

[13]Naguib, interview, May 20, 1991; Davidson, interview, June 5, 1991. See also Carter Library docent notebook.

Training sessions at the Johnson Library emphasize conducting tours and knowing the exhibits. Prospective volunteers are taken on a tour of the museum by veteran docents who have different styles for conducting tours. Trainees are also instructed in how to greet visitors who come to the main desk, and how to explain the exhibits and how to answer any questions people may have.[14]

The training program at the Carter Library is very similar to that of the Johnson Library. On the first day of the workshop, Museum Curator Sylvia Naguib discusses tour plans with the docents. Following a half-hour presentation pertaining to public speaking, the prospective docents choose a theme for a tour based on the permanent exhibit. Their next step is to develop an outline for a tour of the exhibit for visitors.[15]

Initial training emphasizes the contact between the public and the docent. Because the docent is responsible for presenting the Library to large groups of people, it is essential that they be trained in providing tours, answering questions, and generally being comfortable in front of a crowd. Workshops provide the volunteer coordinators an opportunity to evaluate and decide if an individual is able to work closely with the public.

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[14]Davidson, interview, June 5, 1991.

[15]Naguib, interview, May 15 and 20, and June 11, 1991.

An important aspect of the training of docents is familiarizing them with the Library. The Johnson Library presents a film on President Johnson and his wife, Lady Bird, that discusses the Library, the former President, and the records. Similarly, Martin Elzy, Assistant Director of the Carter Library, discusses "Library Research Activities and the Carter Library". These presentations provide background information that docents will need to provide intelligent answers to questions from the public. Also, docents are given a complete tour of the building to familiarize them with the facility. Furthermore, readings are assigned to the docents, as a supplement to what they have already learned in the workshops.[16]

Reagan Library Docent Program. If the Reagan Library is to become an active educational center in the Southern California area, it should follow the pattern established by the Johnson and Carter Libraries in training its docents. They both have excellent volunteer staffs to assist in developing and implementing educational programs. For the November opening, in light of the high public interest in the museum, there will be a great need for extra assistance. With a large number of individuals already expressing interest in volunteering their time and talents to the Reagan Library, it seems evident that

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[16]Davidson, interview, June 5, 1991; Naguib, interview, June 11, 1991; See also the Carter Library docent notebook.

recruiting a sufficient number of docents will not be a problem.

Recruiting. There are many ways in which the Reagan Library may recruit volunteers. An announcement in local newspapers such as "The Enterprise", "The Daily News", or even the "Los Angeles Times" would serve to inform the community of volunteer opportunities. Notices at local colleges, or communicating with local Historical societies is another way to recruit docents. The Reagan Library has solicited volunteers thus far by mailing letters to individuals who have notified the Administrative Officer, Denise LeBeck, of their interest in assisting with the Library. The prospective volunteers have been invited to the Library to meet with Reagan Library Director Ralph C. Bledsoe for a tour and discussion of the volunteer programs.

EDUCATION PROGRAMS

By developing educational activities for young school children and high school and college students, a Presidential Library serves the community as a regional learning center. Each Presidential Library has created educational programs to meet the special needs of its constituencies. The success of some of these activities can provide ideas for programs that the Reagan Library could develop.

A primary-source research exercise for high school students exists at the Roosevelt Presidential Library (NLR). Twenty-three pre-selected and high interest topics are given to the students. They sift through certain records to answer a list of questions.[17] Planning for this program began five years before its implementation. It is unlikely that this type of activity will be a part of Reagan Library's educational programs much sooner. Smaller scale information packages which contain a biography of the former President, a timeline noting his achievements, brochures about the Library, as well as pertinent information concerning his administration, could be developed. While not an instructional tool, these smaller packets will provide useful information about the President until more comprehensive learning packets and research activities can be created and implemented.[18]

The Roosevelt Library also has a film for children in which a cartoon character, Rex the dog, guides the children on a tour of the Library and explains the exhibits. Following the film, a staff member is available to answer questions the children may have. While many Libraries focus their education programs toward high school students, the Ford and Carter Libraries have experienced some difficulty in involving high schools in their

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[17]John Ferris, archivist, Franklin D. Roosevelt Presidential Library, interview, May 21, 1991.

[18]Ferris, interview, May 21, 1991.

activities. By contacting social studies curriculum coordinators and distributing informal literature to high schools, the Ford Library has encouraged coordinators and teachers to visit and participate in classroom exercises where students have the opportunity to work with primary documentation. Few high school teachers have made the effort to work with the Library in implementing these class programs.[19] Because the museum is located in Grand Rapids and not with the Library in Ann Arbor, the Ford Library lacks some of the attraction for class programs as other Libraries. The problem faced by the Carter Library has been Georgia's regulations that restrict field trips for high school students.[20] Also, the location of the Library makes it difficult to find. Consequently, neither Library receives as many visits from high schools as they would like.

As processing continues at the Reagan Library and more materials become available to researchers, new educational programs will be created. As mentioned previously, document packets featuring copies of Presidential records can be developed for high school students. The Kennedy Library, for example, has created a "Cuban Missile Crisis Resource Unit". This packet includes copies of relevant primary source material, such as letters from Soviet leader Nikita Khrushchev, CIA intelligence documents,

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[19]David Horrocks, Supervisory Archivist, Gerald R. Ford Library, May 10, 1991, with the author.

[20]Naguib, interviews, May 15, 20, and June 11, 1991.

reconnaissance photographs, memoranda to the President, public opinion mail and portions of President Kennedy's meeting notes. The unit contains approximately 200 pages of material which students find helpful in developing a greater understanding of the difficulties involved in Presidential decision making.[21] Educational packages such as this one are excellent because they can be used in the classroom at any time and need not be involved with a visit to the Library. Although a trip to the Kennedy Library would be preferable, it is doubtful that a class from the West Coast would travel to Boston on a field trip. They can, however, make use of the Resource Unit.

Education Programs and the Reagan Library. The Reagan Library staff has determined that it wants to make the Library an educational center for the greater Los Angeles area. Initially, this undertaking will consist mainly of introducing grade school, junior high, and high school students to topics such as U.S. Government and politics, the Presidency, and the Reagan administration, using the resources of the Library.

Treasure Hunts. To encourage class visits to the museum when it opens, various activities will need to be developed. One such activity could be a "treasure hunt", consisting of a list of

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[21]This information was obtained from the following sources: John Stewart, interview, June 6, 1991; Kennedy Library flier on the "Cuban Missile Crisis Resource Unit".

questions pertaining to displays in the permanent exhibit, which students would have to answer. This activity will provide an incentive for a class visiting the museum to pay attention to the exhibits and, therefore, learn about President Reagan and the issues that confronted his administration. With the textual staff deeply involved in processing, the museum curator and docent staff might be able to develop this activity prior to the dedication.

Information Folders. Another educational activity that the Reagan Library should develop as soon as possible is a folder of information about the Library, the President, and a specific topic with copies of relevant documents from the Library's holdings. All this information should be packaged together and referred to as a "learning packet". Because of the uncertainty concerning the availability of Library holdings and the lack of an education staff, it is unlikely that a learning packet will be available by the dedication. These educational guides require a great deal of planning, preparation and staff time to develop.

Local High Schools. The initial focus of the Reagan Library's education programs should be the local high schools. The Library staff can do a preliminary check with the Close-Up Foundation, which sponsors the Citizen Bee contest, to determine how to involve local high schools in this activity. In fact, the Multi-Purpose room would be an ideal location for the competition.

With this information, the Library can contact social studies curriculum coordinators throughout the area to advise them of the Citizen Bee competition and other educational opportunities at the Reagan Library. Furthermore, in cooperation with the Reagan Foundation, the Library can hold seminars for teachers on how best to teach with primary documents. This activity, however, will have to wait until private funding is available, documents are opened, and a comprehensive program developed.

Field Trips. Classes that visit the Reagan Library may choose to take a tour of the museum and research room, and, under the tutelage of the archival staff, take part in a research exercise which entails looking through Presidential records. This activity must be well planned out before a class visit. Proposals pertaining to activities during the field trip can be given to the teacher. In order to meet the needs of the class, however, the teacher should work with the Library staff to develop the best program to fit available resources. David Horrocks describes the joint venture between the teacher and the archival staff as "sweat equity".[22]

Colleges and Universities. In conjunction with professors from colleges and universities in the area, the Reagan Library staff can design a research activity, for those who wish to

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[22]Horrocks, interview, May 10, 1991.

participate. Classes could be designed to have research papers written based on the holdings of the Library. The Assistant Director and the Supervisory Archivist can assist students in developing their topics by serving as research advisors. Textual archivists will also have the opportunity to work with the students and help them become familiar with the records. This activity should give college students exposure to primary source material. Also, it would fulfill the desire of the Library to educate college students and make its holdings available for research to all interested students. This is just another example of how educational programs are connected to the timely processing of Presidential records.

An internship program for college students is another example of a joint project which the Reagan Library could pursue with colleges in the area. Students interested in this program would be encouraged to apply for internships at the Library. This activity would provide the students with an opportunity to work closely with primary documentation and learn a great deal more about the archival profession. Programs such as these will help strengthen the already established link to the Library's constituencies.

## THE FUTURE OF THE REAGAN LIBRARY

The creation of community oriented education programs are important to the continuation of interest in a Presidential

Library. As processing neared completion in the early 1980's, the Hoover Library faced a mid-life crisis.[23] The number of researchers at the Hoover Library dwindled as did visitors to the museum. The Director of the Library, Richard Norton Smith, was forced to change the status quo. He brought on board a professional story teller, paid for by private funds, who delighted the younger students with stories about the country's past Presidents. The Library also hosted its first high school teachers conference in 1988.[24] Another new project to increase visitors to the Library was a temporary exhibit entitled "39 Men", which celebrated the bicentennial of the Presidency. Each President was represented by a gift or a piece of personal memorabilia, including a pair of Ronald Reagan's cowboy boots. The result of this tremendously successful exhibit was a great increase in museum attendance from 1987 to 1988.[25] Working together, with increased attention given to educational programs and community outreach, these activities have improved the visibility of the Hoover Library in the community as it seeks to establish itself "as a major cultural asset for Iowa and the entire Midwest."[26]

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[23]Smith, Prologue, p. 116.

[24]Smith, Prologue, pp.116-117.

[25]Smith, Prologue, pp.118-119.

[26]Smith, Prologue, p.117.

To continue receiving the attention of the public, ideas for future temporary exhibits need to be continuously developed. Using available museum space for temporary exhibits has proved to be very successful at the Hoover and Johnson Libraries. In fact, the Johnson Library will be the initial host for a traveling exhibit on World War II which will visit each of the Presidential Libraries. These non-permanent museum displays are an excellent way to encourage past visitors to return.

## CONCLUSION

An important function of a Presidential Library is to maximize the use of its holdings. To reach this goal, the processing of records and the gradual implementation of outreach and educational activities must be started early in the life of the Library, with processing receiving the greatest amount of attention. As more records are arranged, described, reviewed, and opened to research, a greater number of researchers will visit the Library. Also, more educational programs can be developed, based on the holdings, and directed research programs for college and high school students can begin. Activities for younger students could be created as well. Don Wilson, Archivist of the United States, wrote, "To my mind, Presidential Libraries have made and are making significant contributions." One of the

contributions consists of making the public aware of the existence of the holdings of Presidential Libraries, and in particular the ability of the museums to "raise the public consciousness of Presidential decisions."[27]

Factors unique to the Reagan Library will have an impact upon the creation and development of educational and outreach activities. Thus it is important that education and outreach programs be developed quickly in order to meet the needs of the community and insure the continuing usage of the Library. Docents, who conduct tours of the Library for the public, will assist the Reagan Library in the implementation of educational programs. Moreover, they will act as the Library's liaison to the public because of their close contact with them.

To promote and facilitate usage of the Library, the production of brochures and pamphlets is necessary. They will outline programs and activities taking place at the Reagan Library. Also, high schools and colleges can visit and take advantage of the educational opportunities the Library provides. Through processing of records and outreach and educational programs the Reagan Library will increase its visibility and enhance its reputation throughout the community. The early implementation of outreach and educational programs will perhaps allow the Reagan

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[27]Don Wilson, "Presidential Libraries", Prologue, vol. 21, (Summer 1989), p. 100.

Library to avoid a mid-life crisis and decrease of use by the community.

Presidential Libraries help bring history to the people of the United States by making records available that document a Presidency. They also allow everyone to feel close to our nation's leaders, and to view the world through the eyes of the President. By reaching out in a variety of ways, such as those discussed in this paper, the Reagan Library can achieve their goals.

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